

## BELVEDERE ELEMENTARY

201 Rhomboid Place  
Belvedere, SC 29841

**GRADES** K-5 Elementary School

**ENROLLMENT** 776 Students

**PRINCIPAL** Rod W. Greenway 803-442-6330

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
19	49	4	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes

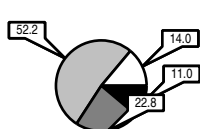
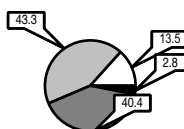
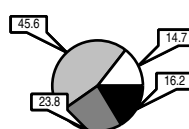
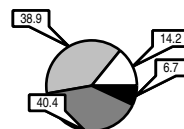
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	386	100.0	13.5	43.3	40.4	2.8	57.3	Yes	Yes
<b>Gender</b>									
Male	204	100.0	14.8	48.1	34.4	2.6	52.4		
Female	182	100.0	12.0	37.7	47.3	3.0	62.9		
<b>Racial/Ethnic Group</b>									
White	262	100.0	10.0	43.2	43.2	3.6	61.6	Yes	Yes
African-American	120	100.0	22.3	42.7	34.0	1.0	45.6	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	346	100.0	9.7	45.1	42.3	2.8	60.5		
Disabled	40	100.0	45.9	27.0	24.3	2.7	29.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	386	100.0	13.5	43.3	40.4	2.8	57.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	386	100.0	13.5	43.3	40.4	2.8	57.3		
<b>Socio-Economic Status</b>									
Subsidized meals	152	100.0	21.1	49.6	27.8	1.5	39.1	Yes	Yes
Full-pay meals	234	100.0	9.0	39.5	48.0	3.6	68.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	386	99.5	13.6	52.5	22.9	11.0	52.5	Yes	Yes
<b>Gender</b>									
Male	204	99.5	15.4	48.9	22.9	12.8	54.8		
Female	182	99.5	11.4	56.6	22.9	9.0	50.0		
<b>Racial/Ethnic Group</b>									
White	262	100.0	12.8	48.0	24.8	14.4	58.4	Yes	Yes
African-American	120	98.3	15.8	62.4	18.8	3.0	37.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	346	99.4	10.7	52.7	24.6	12.0	56.5		
Disabled	40	100.0	37.8	51.4	8.1	2.7	18.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	386	99.5	13.6	52.5	22.9	11.0	52.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	386	99.5	13.6	52.5	22.9	11.0	52.5		
<b>Socio-Economic Status</b>									
Subsidized meals	152	98.7	21.4	55.0	18.3	5.3	35.1	Yes	Yes
Full-pay meals	234	100.0	9.0	51.1	25.6	14.3	62.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	21.2	37.9	37.1	3.8	40.9
	<b>Grade 4</b>	127	98.4	21.0	50.4	26.1	2.5	28.6
	<b>Grade 5</b>	142	99.3	35.3	48.9	15.0	0.8	15.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	131	100.0	7.9	25.4	61.9	4.8	66.7
	<b>Grade 4</b>	132	100.0	15.7	51.2	32.3	0.8	33.1
	<b>Grade 5</b>	123	100.0	16.1	57.6	23.7	2.5	26.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	14.4	56.1	22.7	6.8	29.5
	<b>Grade 4</b>	127	100.0	19.3	51.3	24.4	5.0	29.4
	<b>Grade 5</b>	142	100.0	26.1	44.8	22.4	6.7	29.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	131	100.0	7.9	58.7	23.8	9.5	33.3
	<b>Grade 4</b>	132	98.5	13.6	52.0	21.6	12.8	34.4
	<b>Grade 5</b>	123	100.0	21.2	47.5	22.0	9.3	31.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 776)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.7%	Up from 3.5%	2.5%	2.7%
Attendance rate	95.9%	Up from 95.4%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%		2.6%	3.5%
Eligible for gifted and talented	23.9%	Up from 19.5%	20.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Up from 4.3%	7.8%	8.2%
Older than usual for grade	1.3%	Up from 0.6%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	34.0%	Down from 38.5%	54.2%	51.4%
Continuing contract teachers	94.0%	Up from 88.5%	90.1%	87.5%
Highly qualified teachers**	95.3%	N/A	95.4%	95.0%
Teachers with emergency or provisional certificates	2.2%		0.0%	0.0%
Teachers returning from previous year	90.7%	No change	88.3%	86.7%
Teacher attendance rate	93.0%	Down from 94.9%	95.1%	94.9%
Average teacher salary	\$39,294	Down 0.3%	\$42,081	\$40,760
Prof. development days/teacher	5.0 days	Down from 5.5 days	11.3 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.1 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 89.8%	90.6%	90.0%
Dollars spent per pupil*	\$4,728	Up 3.1%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	71.3%	Up from 70.4%	66.1%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	Up from 97.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Belvedere Elementary is a neighborhood school that has great parental support. Our classes in K-5 are heterogeneously grouped to help provide an equal opportunity for academic achievement. Our poverty index is at 43.1 %, and we do qualify as a Title I school.

Our students did not perform up to our expectations on the Pact test in the spring of 2003. We met 17 out of 18 of our standards, but we did not make AYP because of our math scores. Instructional aides, decreased pupil - teacher ratios, increased computer technology and district-funded after-school programs help provide remedial instruction for students needing additional help.

Our staff provides various opportunities and learning styles for all students to learn and succeed. Teachers have participated in various staff development seminars, classes and workshops to improve their abilities and methods of instruction.

Twelve of our teachers are enrolled in the Masters program at Southern Wesleyan University. This type of advanced study is going to be beneficial to many of our students at Belvedere. We are very proud of our many parent volunteers that have strengthened the Belvedere PTO and our school improvement council.

Belvedere uses resources wisely to make a quality education available for all of our students

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	49	116	92
Percent satisfied with learning environment	93.9%	87.0%	89.0%
Percent satisfied with social and physical environment	91.5%	82.8%	75.8%
Percent satisfied with home-school relations	80.9%	80.4%	68.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.